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ABSTRACT

This study of feminist high school teachers investigates and analyzes individual action within the bounds of structural constraints. The book draws on feminist theory that has addressed the role of schools in reproducing the inequality and oppression of women. Chapter One, "Critical Educational Theory," examines the implications and value of production and reproduction theory and introduces some of the key concepts guiding this study. Chapter Two, "Feminist Analyses of Gender and Schooling," locates the study within the context of feminist approaches, including liberal, radical, and socialist feminism. Chapter Three, "Feminist Methodology," builds on the work of feminist theorists in the social sciences. Chapter Four, "The Dialectics of Gender in the Lives of Women Teachers," studies the influence of elements in women teachers' life experiences. Chapter Five, "The Struggle for a Critical Literacy," explores the beliefs and practices of teachers and administrators attempting to create a feminist counterhegemony. Chapter Six, "Gender, Race, and Class in the Feminist Classroom," examines the conflicts of power and meaning in classroom discourse and practice. Chapter Seven, "Conclusion," recapitulates the theme of the interplay between the power of institutions and the will of individuals. A 171-item bibliography is appended. (AF)

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